

Special educational needs and disabilities policy

2025-2026

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1. Aims

The LAMP Learning special educational needs and disabilities policy aims to set out how LAMP:

- fully implements national legislation and guidance regarding students with SEND
- supports and makes provision for students, so they can fulfil their aspirations and make a successful transition into adulthood
- communicates with students, parents/ carers and commissioners so they are involved in discussions and decisions regarding each student's provision.

It will explain the roles and responsibility of everyone involved in the provision of student's education

2. Vision and values

LAMP exists to provide meaningful, high-quality education for young people for whom mainstream settings have not worked. We believe that when education is personalised, creative, and respectful of individual differences, every learner can re-engage with learning and make progress.

Our vision is to support young people to rediscover motivation, confidence, and a sense of purpose in their education. By working at each learner's pace and building on their strengths and interests, we enable them to move towards:

- Further and higher education
- Employment or self-employment
- Independent and interdependent living
- Active participation in their communities

We aim not only to educate, but to empower, helping young people develop the skills, self-knowledge, and resilience needed for adult life.

Our Mission

LAMP provides a personalised, specialist learning environment for autistic and SEND young people aged 14–21. Through creative, academic, and life-skills programmes, we prepare learners for adulthood while celebrating neurodiversity and individuality.

We work in partnership with families, local authorities, and communities to ensure that education is meaningful, relevant, and centred on the young person's needs and aspirations.

Our Values: CARES

Community

We believe learning happens best in a supportive community. We foster belonging, collaboration, and mutual support among students and staff.

This means we:

- Build strong, trusting relationships
- Engage with the local community
- Create opportunities for shared experiences
- Encourage students to feel part of something bigger than themselves

Acceptance

We accept young people as they are. We do not expect learners to fit a mould; instead, we adapt education to fit the learner.

This means we:

- Value neurodivergence and difference
- Recognise individual needs without judgement
- Create safe spaces where students can be themselves
- Support authentic self-expression

Respect

Respect underpins all relationships at LAMP. We treat students, families, and colleagues with dignity and professionalism.

This means we:

- Listen to student voice
- Maintain clear boundaries and fairness
- Promote consent, autonomy, and choice
- Model respectful communication

Exploration

We encourage curiosity, creativity, and trying new things. Learning is not just about outcomes, but discovery.

This means we:

- Offer creative and practical learning opportunities
- Support students to take safe risks
- Value process as well as achievement
- Help learners discover their strengths and interests

Self-Expression

Every young person deserves to be heard and understood. We champion communication in all its forms.

This means we:

- Support different communication styles
- Use the arts and creativity as tools for expression
- Encourage students to share their perspectives
- Celebrate individuality and identity

Our Commitment

At LAMP, we are committed to:

- Person-centred practice
- High-quality teaching and learning
- Strong safeguarding and wellbeing support
- Continuous improvement
- Preparing young people for adulthood in a realistic and empowering way

We measure success not only in qualifications, but in confidence, independence, and quality of life.

3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#),
- [The Special Educational Needs and Disability Regulations 2014](#),
- The [Equality Act 2010](#)

4. Definitions

Special Educational Needs and Disabilities

A student has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Students are considered to have a **disability** if they have a physical or mental condition that has a substantial and long-term adverse effect on their ability to do normal daily activities.

LAMP will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5. Roles and responsibilities

SENCO:

- has day-to-day responsibility for the operation of the SEND policy
- co-ordinates the specific provision listed in EHCPs to support individual students with SEND.
- is the point of contact for external agencies, especially the local authority and its support services
- works with the directors, exams officer and teaching staff to ensure that LAMP meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements, mirroring a student's normal way of working and any provision required in their EHCP
- ensures that the records of all students with SEND are up to date
- provides information that feeds into student progress reviews and annual reviews of EHCPs and end of year reports to parents.
- Liaises with current and potential next providers of education to make sure that the student and their parents/carers are informed about options and that a smooth transition is planned to support a successful progression
- Ensures the provision of an annual report to parents/carers on their child's progress
- Provides opportunities for all students to access independent careers advice
- Completes any requested reviews including the Annual Review cycle i in a timely manner and to statutory deadlines.
- Applies for student access arrangements, reasonable adjustments and special considerations with awarding bodies

The Directors and Head of Centre

The Directors and Head of Centre will:

- Work with the SENCO to determine the strategic development of the SEND policy and provision at LAMP
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Support the continuous professional development of staff

Teachers

The teachers will;

- Plan and provide high quality teaching that is differentiated to each student's needs.
- ensure there is progression and development of every student in their class and this is recorded in learning logs.
- liaise with the SENCO and Quality Manager to review each student's progress and development and decide on any changes to provision or interventions that might be necessary.
- follow this SEND policy
- have read the relevant parts of the students' SENCo file, including their EHCP and student profiles documents, to ensure their specific needs are met in their teaching.
- make sure any teaching assistants are aware of the needs of the students in the class they are supporting in.
- liaise with the Exams Officer and SENCo regarding any access arrangements that may be required for their students, ensuring that these are the students normal way of working in the classroom and that evidence is kept supporting the application of access arrangements.

Parents or carers

Parents or carers will;

- inform LAMP if they have any concerns about their child's progress or development
- contribute to and attend progress meetings and annual reviews
- provide the views and voice of their child where they cannot communicate these themselves

Students

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve them:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The student's views will be taken into account in making decisions that affect them, whenever possible.

Commissioners

Commissioners will;

- Complete referral paperwork to the best of their knowledge and include all relevant information with regards to a prospective student's SEND
- Complete all their necessary checks of LAMP via their AP commissioning process.
- Request student progress information to inform their own review and Annual Review processes.
- Notify LAMP of any changes with a student's SEND that are relevant to the student's provision.
- Where relevant, include LAMP in meetings for students where LAMP's input is pertinent to a student's progress e.g. multi agency meetings, Early Support, CIN.
- Visit LAMP as per their AP monitoring schedule.

6 LAMP's provision offer

LAMP provides individualised teaching and learning for students with a range of SEND needs, including:

- Communication and interaction needs, for example, autism, speech and language difficulties, attention deficit hyperactivity disorder (ADHD), situational talking
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, autism, ADHD, Obsessive Compulsive disorder (OCD), high anxiety

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

Students referred to LAMP via the local authority will have an EHCP in place or one in draft.

Students referred to LAMP via their school will most likely have an EHCP, but this is not always the case.

All teachers and support staff who work with students are made aware of their SEND, the outcomes sought, the support to be provided, and any teaching strategies or approaches that are required. This information is contained in the Student Profiles document and EHCP which staff read prior to students starting with us.

LAMP make the following adaptations to ensure all student's needs are met;

- Differentiating the curriculum to ensure all students can access it, e.g. small teaching groups of up to 5 students, 1:1 work, teaching style, content of the lesson, pace etc.
- Adapting resources
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Altering teaching style, e.g. longer processing times, visual support for tasks, breaking tasks into small steps, modelling examples, one-step removed scenarios to promote psychological safety, provision for non-verbal responses for situational talkers
- Ensuring Access Arrangements are processed for examinations
- Teaching assistants to support students on; a 1:1 basis or in small groups.
- Specialist staff for Speech & Language therapy.

7 Evaluating the effectiveness of LAMP's SEND provision

LAMP evaluate the effectiveness of provision for our students by:

- Tracking students' progress, both in terms of their qualification progress and progress towards their EHCP targets
- Using student questionnaires
- Hosting EHCP Annual Reviews annually
- Feedback from staff, students, parents, carers and commissioners
- Observations of teaching staff
- IQA and EQA monitoring by Awarding Bodies

8 Attendance

LAMP's cohort of students have a background of low attendance and Emotionally Based School Avoidance (EBSA), from their time in mainstream settings.

LAMP works with each student on an individual basis regarding attendance, taking into consideration their complex barriers to their attendance at prior settings.

Timetabling is flexible and can allow for later starts, earlier finishes, breaks between days to recover from exhaustion and overwhelm.

LAMP's approach is to allow students to phase back into their education at a pace they are in control of to maximise their opportunities for success

9. Monitoring arrangements

This policy and information report will be reviewed by the Senior Leadership Team **every year**. It will also be updated if any changes to the information are made during the year.

10. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Curriculum Policy
- Attendance Policy
- Safeguarding & Child Protection Policy